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The Study of High Schools Managers' Problems in Tehran City

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Abstract

The purpose of the study is to identify and examine obstacles and problems of current status of high school principals in Tehran in 2009-2010. The method of study was descriptive and survey, sampling method was random and relatively stratum. Population sample was chosen 295 principals. Data were collected by the researcher-made questionnaire and analyzed by applying descriptive methods, variance analysis through SPSS Software. Results show there were positive and statistically significant differences between evaluation, participative decision making, desirable humanity relationship, instructional facilities, communications, creativity, innovation and education managers' obstacles and problems.

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Key words: Education, Management, Educational Managers, High School Principals, Creativity Obstacles

1. Introduction

Today one of the main strategies to develop in any society is investment and development in leadership and organization management as well as economic, educational, cultural and industrial policies. On the other hand, education and extending education environment are very necessary more than before by rapid changes and technological development in third millennium. Customs, beliefs, values, attitudes, behaviors, knowledge and skills are viable and transferable by education, that needs efficient educational management. Therefore, the education system should identify damages on performance of education managers so minimize obstacles and problems. To recognize management problems, it is important to note

that mostly managers' behavior is evaluated and judged by people and groups who associate with them. One of the main ways to identify characteristics of managers' performance is to knowing prompt perspectives of people and groups. One of these groups is staff. They directly observe managers performance and recognize some aspects of their behavior which cause some damages to the education system. According to researches' results damages are: a weak system of continuous or in time evaluation, lack of participative decision making, an appropriate education environment, facilities and application of information and communication technologies (Ahmadi, 1997; Sadeghi,2005; Lunenberg,1997; Voram cited by Abroun, 1997, Yazdani,1991; Mohajer Sharghi,2002).

Education organization activities classified into 3 managerial domains including Elementary, Junior high school, High school management furthermore the high school domain involves pre-university, vocational and business school.

One of the damages which threatens education management is lack of continuous and in time evaluation of managers' performance. Performance evaluation is an effective device to promote efficiency and empowerment of human forces. If it designed accurately it will be an appropriate tool to encourage education and develop staff (Kazemi, 2001, p.242). Most indicators and methods of evaluation are subjective which have destructive effects on management and staff performance. Some factors which lead to not evaluate properly are lack of balance between evaluators in performance evaluation, lack of performance evaluation in different intervals, lack of generalization and absence (Khorshidi, 2004, p.312). Therefore to develop the education system it is required to improve managers performance. To choose evaluation indicators it is necessary to assess influential factors which affect on job progress and job tasks also those which in harmony with time and location. Although performance evaluation is important it cannot encourage school principals to have dynamic motivation (Saki,1998, p.p. 77-95).

Another problem of managing and organizing education activities is managers' characteristics which affect on managers' success. In Satgedeal study is demonstrated that physical factors like height, weight, race, etc do not relate to managers' success. However, some traits such as temper, manner, self-confidence, determination, bargaining power, innovation, creativity, intelligence and leadership talent have effects on managers' success (Maktabi & Hanifi, 2005, p.117).

Lack of facilities and necessary equipment to apply are another trouble of administrators. Applying communication and information technology in the education system of Iran indicate some obstacles within the education system as an inner obstacle of the education system and outside of it as an environmental obstacle (ibid, p.127).

Also findings of researches show managers are effective decision makers; they seek more information at initial steps and allocate more time to decide. They distinguish between facts and opinions and ask for others views. On the other hand, managers who decide rapidly by taking "yes or no" without any required preparation they are less effective decision makers (Abbass Zadegan, 1997, p.182).

Some studies have been done in the country in terms of examining damages on education managers' performance including:

One has been done in 2002 which deal with the existing challenges in education organizations. Its findings show education organizations consider to theoretical aspects extremely and neglect the necessity of personal and scientific skills.

In another study (1997), the main existing problems in the education system of the country are: lack of tools, facilities and necessary equipment to achieve goals; inflexibility of curricula contexts to adapt to innovation, dependence of the education system on bureaucracy and unnecessary formalities,....

The results of the other study (2000) show that the level of education, gender and methods of participative decision making have effects on creativity however, there is no relationship between management experience and creativity.

2. Research Method

The present study is descriptive and survey. The researcher has studied attitudes of high school principals toward problems. Statistical population included high school principals of Tehran in 2009-2010. Sampling method has been relative and random. A measurement tool has been researcher-made questionnaire which included 41 items regarding to the principals problems. Through the questionnaire, principals were asked to give their opinion toward the extent of damages by choosing one option. Options are scaled from strongly agreed to strongly disagreed (0,1,2,3,4 respectively). Validity of the questionnaire was supported by polling experts and advisor instructors' opinions and reliability was supported by experiential administration of the questionnaire among 30 subjects, it was 0/91. It is important to note that examined components were measured by groups of the questionnaire items as follows:

items	Determined components
6,5,4,3,2,1	1.evaluation
12,11,10,9,8,7	2. participative decision making
34, 33, 32, 31, 30, 29	3.creativity
20,19,18,17,16,15,14,13	4. desirable relationships
28,27,26,25,24,23,22,21	5. instructional facilities
41, 40, 39, 38, 37, 36, 35	6. new information technology

The study examines 6 domains which high school principals have problems as it has been mentioned in the above table. First the researcher tried to identify main problems of current principals in Tehran high

schools. By careful study of literatures in the world and Iran, major problems were listed then 10 instructors assessed components and sub-components. Finally, regarding to frequency of components main problems are: evaluation, participative decision making, creativity, desirable relationship, instructional facilities, information technology

The second question aimed to determine to what extent principals experienced problems in the determined domains. Findings are shown in Table 2.1. Single sample t-test has been applied. As you can see, the significant levels of each test is $\alpha=0/000$ that is $p \leq 0.05$. It can be concluded that high school principals encounter problems in 6 determined domains. According to the obtained results, it seems the most problems in high schools relate to participative decision making and the least damages are in evaluation domain.

The other area of investigation in the study was whether there were any differences between problems in girls and boys high schools. An independent t-test has been applied (see table 3.1). There were no significant differences between damages in male and female high schools. In another words, there were relatively similar problems and damages in male and female high schools.

The other investigation area was how were problems of current principals in public schools in comparing to private ones. According to the results of table 4.1, problems and damages of public and private high schools were relatively similar, that is, a type of school in terms of its structure had no effects on the extent of problems and damages. As a result, there were no significant differences between the degree of problems in public and private schools.

According to the table 5.1, there were no significant differences between education levels of principals and their problems. It can be concluded that principals experience these problems regardless of their education levels. Also there were no significant differences between principals' sex and their problems.

3. Conclusion

It seems all components such as evaluation, creativity, participative decision making, instructional facilities, desirable relationship and new information technology are due to problems and damages which impose on education managers' performance. Instructional facilities are the most important damages and creativity is the least problems of principals. These findings are supported by some researches in the country. The results show by 95% confidence that high school principals experience problems in each 6 determined domain. Also it can be claimed that the level of education and sex have no effects on degree of problems. Furthermore, the extent of problem is relatively similar in both public and private high schools. Therefore, it is required to pay more attention to the determined areas. Since there are most damages on participative decision making domain, it is suggested to take policies that provide opportunities for principals to make decision collaboratively and enhance the skill. It is reasonable to offer on-job training classes and training workshops to find solutions for the problems and damages.

Table 2.1: single sample t-test in different domains of Tehran high schools

						Domain
Confidence level		means	Significant level	fd	t	
high	low					
0/843	0/722	0/782	0/000	296	25/517	Evaluation
1/123	1	1/065	0/000	296	35/652	Participative decision making
0/936	0/816	0/876	0/000	296	25/656	Creativity
1/068	0/952	1/010	0/000	296	34/501	Desirable relationship
0/956	0/837	0/896	0/000	296	25/593	Facilities
0/954	0/854	0/902	0/000	296	31/124	New IT

Table 3.1: independent t-test

Independent t-test							Test 1		
Confidence level by 95%		SD	mean	Sig. level	Fd.	T	Sig. level	F	
high	low								
03/0	14/0-	045/0	054/0	235/0	275	190/1	549/0	366/0	Equivalent levels of variance
03/0	14/0-	045/0	054/0	234/0	102/266	190/1			levels of variance

Table 4.1: independent t-test

Independent t-test							Test 1		
Confidence level by 95%		SD	mean	Sig.	fd	T	Sig. level	F	
High	low								
145/0	034/0-	045/0	055/0	229/0	275	205/1	591/1	289/0	Equivalent levels of variance
145/0	035/0-	046/0	055/0	233/0	67/242	195/1			Un-equivalent levels of variance

Table 5.1: one way variance analysis

Sig.	F	Mean of square	Fd	Sum of square	
0/119	1/96	0/276	3	0/827	Inter group
		0/140	274	38/368	Intra group
			277	39/195	Total

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